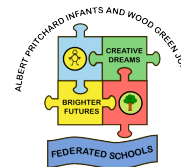


Pupil premium grant expenditure: Report to parents: 2016/17



Overview of the school- Albert Pritchard Infants

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	289
Total number of pupils eligible for PPG	45
Amount of PPG received per pupil	£1320
Total amount of PPG received	£59980

Nature of support 2016/17

All our work through the pupil premium is aimed at accelerating children's academic progress in the core subjects of Reading, Writing and Maths. Although the majority of interventions are to further improve progress in the core subjects they also include speaking and listening skills as well as social and emotional aspects of learning.

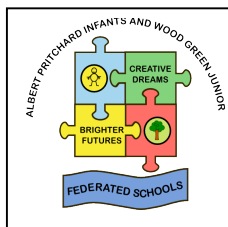
- Spending has been across many aspects of school including all interventions listed below
5 min box Numeracy, 5 min box Literacy, Phonics Groups, Physiotherapy, Occupational therapy
- 1 to 1 reading
- Daily Numeracy, Literacy and Guided Reading Setting in year 2
- One full time LSP or LSAs in every classroom
- A Learning mentor to help self esteem and increase participation/motivation for targeted pupils
- Assistant head to raise attainment
- To provide support during transition from EYFS to KS1
- To provide financial support for children who meet the criteria to enable them to participate in residential visits, day visits or enrichment opportunities

Curriculum focus of PPG spending 2016/17

- Reading
- Writing
- Maths
- phonics

Measuring the impact of PPG spending

The school will evaluate the impact on each pupil half termly. Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the initiatives and interventions.



Pupil Premium Grant expenditure:

Albert Pritchard Infant School

Overview of the school

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Data

EYFS							
Showing percentage of pupils achieving ELG	2014-15			2015-16			
	Reading	Writing	Maths		Reading	Writing	Maths
Disadvantaged Pupils	43%	29%	29%	Disadvantaged Pupils	71%	71%	79%
Other Pupils	80%	78%	80%	Other Pupils	71%	71%	79%
Difference	43%	49%	51%	Difference	0%	0%	0%
National Gap	20%	20%	18%	National Gap			

KS1											
	2013-14			2014-15					2015-16- TBC using ROL		
	Reading	Writing	Maths		Reading	Writing	Maths			Reading	Writing
Disadvantaged Pupils	12.0	13.5	12.8	Disadvantaged Pupils	14.0	13.7	15.0	Disadvantaged Pupils	47%	53%	53%
Other Pupils	16.0	15.2	15.9	Other Pupils	16.1	14.9	15.6	Other Pupils	87%	82%	87%
Difference	-4.0	-1.7	-3.1	Difference	-2.1	-1.2	-0.6	Difference	40%	29%	33%
National Gap	-2.0	-1.9	-1.7	National Gap	-2.0	-1.9	-1.7	National Gap			

As a result of 2015-16 data our focus for Pupil Premium pupils will be described in the following summary of a PPG spending forecast 2016/17

Objectives in spending PPG:

To narrow the gap between those in receipt of Pupil Premium funding and others to less than the national average in KS1

To increase to a minimum of 20% the percentage of pupils who were average on entry to EYFS to exceeding national expectations

To increase the % of attainment, especially in reading but also in other subjects in KS1.

To ensure that the quality of reading in KS1 and EYFS is improved and that all parents are engaged in supporting their children learning to read.

To ensure that there is no more than 1% variance between PP/Non-PP attendance

Narrow the gap between pupils so that by the end of KS1 more pupils in receipt of Pupil Premium funding achieve the national expectations in all subjects but particularly in reading.

To continue to ensure that the gaps close in Key Stage 1 by increasing confidence and resilience and developing a focus on learning skills and growth mindsets.

Summary of spending and actions taken:

- Spending has been across many aspects of school including all interventions listed below
Social Interaction Programme, One to One interventions, 5 min box Numeracy, 5 min box Literacy, ELS and Catch Up Numeracy
- Phonics Groups
- 1 to 1 reading
- One full time LSP or LSAs in every classroom
- To provide support during transition from KS1-KS2 and from KS2-KS3
- Inclusion Manager
- Assistant Head teacher
- Deputy Head teacher
- To provide financial support for children who meet the criteria to enable them to participate in residential visits and or day visits

Outcomes to date:

Outcomes are evidenced on the school's online assessment package, which show progress of individuals and groups. This is and will continue to be monitored half termly.

Record of PPG forecast spending by item/project 2016/17

Item/project	Cost	Objective	Outcome
LSP X8 and LSA x1 <i>Part payment of salaries</i>	£14 per hour x32.5hours per week x36 weeks per year	<i>Small group work Transition work Phonics Setting Clubs To support children to meet their targets in reading, writing, mathematics and social, emotional and mental health</i>	See individual children's data on Pupil Premium progress charts and spread sheets. Raise self esteem and increase participation/motivation for targeted pupils. To ensure that attainment gaps are closed by July 2017 accelerated progress with particular focus on disadvantaged pupils achieving at greater depth across subjects in line with peers.
Also included is part of the salary of the deputy head who will teach setting groups	£290 per child	Teach setting groups in y2	See individual children's data on Pupil Premium progress charts and spread sheets. Close remaining gaps between PPG and non PPG pupils-raise attainment and achievement across the school in reading, writing and maths so that PPG pupils attain in line with their peers, particularly at the higher or greater depth standard
HLTA salary x4 Part payment of salaries	£14 per hour	Small group work Phonics Setting	See individual children's data on Pupil Premium progress charts and spread sheets. Raise self esteem and increase participation/motivation for targeted pupils. To ensure that attainment gaps are closed by July 2017 accelerated progress with particular focus on disadvantaged pupils achieving at greater depth across subjects in line with peers.
Also included is part of the salary of the Assistant Head teacher who will teach setting groups	£290 per child	Teach setting groups in	See individual children's data on Pupil Premium progress charts and spread sheets. Close remaining gaps between PPG and non PPG pupils-raise attainment and achievement across the school in reading, writing and maths so that PPG pupils attain in line with their peers, particularly at the higher or greater depth standard

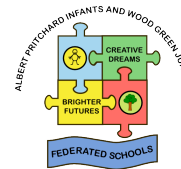
Learning Mentor x1	£14 per hour x10 hours per week	1:1 work and small group	Benefits seen in terms of attitudes to learning, behaviour in class; better concentration, self-worth, improved attendance. See individual children's data on Pupil Premium progress charts and spread sheets.
Part of Inclusion Salary R Carter	£25 per hour	1:1 time for pupil Discussions and meeting parents and external agencies	Benefits seen in terms of independent strategies in class, concentration skills, self-worth, improved attendance. See individual children's data on Pupil Premium progress charts and spread sheets.
Phonics Groups	£14 per hour £25 per hour	Year 1 and Year 2- staffing costs and replacement resources.	Improved reading skills and confidence improve attainment and progress-PPG pupils to close attainment gaps and make progress in line with their peers.
Enrichment activities	£5,000 per year	Targeted pupils with enrichment experiences clubs, theatre visits, trips	Enrichment opportunities presented to disadvantaged pupils.
Transport costs for all enrichment activities	£5,000 per year	Enrichment opportunities	Benefits seen in terms of behaviour and relationships and enrichment See individual children's data on Pupil Premium progress charts and spread sheets.
Extra Curricular Provision/101 things to do experience	£5,000 per year	Enhance extra curricular provision- animal man, science club, theatre cinema	See individual children's data on Pupil Premium progress charts and spread sheets. Enrichment opportunities presented to disadvantaged pupils.

What is the National Expectation?

From 2015-16. The system of levels has ended for all year groups. Instead, school will use a variety of assessment tools to measure the program of pupils, although pupils in Year 2 and Year 6 will continue to be assessed using new standardised tests.

We will continue to use the SPTO (School Pupil Tracker) to track and evaluate pupil progress and attainment. Our aspirational targets will continue and ensure that our pupils (all groups) achieve more than expected from starting points and therefore demonstrate that they are ready for the next stage of their education.

Pupil premium grant expenditure: Report to parents: 2016/17



Pupil Premium Information 2016-17

Albert Pritchard Infants School

The pupil premium grant is delegated to schools from the Government. The grant, which is additional to the main school funding, is seen by the Government as the best way to address the current underlying inequalities between children eligible for free school meals, (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches pupils who need it most. Schools can decide how the Pupil Premium is best spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

The Government are not dictating how schools should spend this money, but are clear that they must employ strategies and interventions that they know will support pupils to reach their potential and raise attainment levels. Schools will therefore be accountable for 'narrowing the gap' and school performance tables/data will reflect and show the attainment of pupils who receive the pupil premium compared with their peers.

At Albert Pritchard Infants and Wood Green Junior Federated Schools we support all our pupils. We do this by providing high quality classroom teaching supplemented with interventions to support vulnerable learners as and when required. The school Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium.

Context of the Albert Pritchard Infants

The school is larger than most other infant schools. An above-average proportion of the pupils are eligible for the pupil premium, which provides additional funding for pupils who are in local authority care or known to be eligible for free school meals.

28.3% of children are entitled to free school meals (ROL 2015)

7.6% of children were receiving SEN support (ROL 2015)

0.4% of children received an EHCP (ROL 2015) with 2 more children receiving EHCP later in the academic year

Barriers to educational achievement at Albert Pritchard Infants and Wood Green Junior Federated Schools

The main educational barriers that prevent our pupils from achieving are related to reading. These include; spelling words correctly, comprehension, vocabulary and meaning. We strongly believe that if we can tackle this area of the curriculum in

particular, it will improve pupils' writing, reading and mathematical understanding. By targeting these specific areas we are confident that we can further improve outcomes for our pupils at the end of Key Stage 1. In addition, we feel that it is very important that our pupils benefit from experiential learning opportunities so that they can write from experience and are more confident to express themselves.

Focus of Pupil Premium Spending

The school will continue to target its pupil premium spending on those children who are at risk of falling behind and/ or not making expected progress in reading, writing and mathematics. Targeted intervention groups will help to secure the necessary progress and a qualified teacher and/or HLTA/LSP will continue to support specific groups of pupils, specifically with skills related to reading and writing.

To further accelerate learning, the school in 2016-17 will ensure that the most skilled and qualified teachers work alongside those pupils who require the most support, so that they benefit from high quality teaching. This will maintain standards at the end of EYFS (GLD) and will improve standards at the end of KS1.

To further improve attendance and to reduce the amount of persistent absenteeism, particularly for those pupils who are in receipt of pupil premium. We want pupils to realise the importance of regular attendance and the impact that coming into school can have their progress and life chances.

To ensure that pupils make accelerated progress so that they are at age related expectations when they leave KS1, we provide setting in Year 2. This will provide pupils with additional support and challenge, whilst ensuring that their gaps in learning are quickly targeted and addressed.

Promote extra-curricular activities and fund opportunities for experiential learning, art and music so that pupils have an enhanced, enriched and engaging schooling. This will encourage motivation and enjoyment.

To further ensure small group and/or small class sizes where there is a need because not all pupils are making expected progress.

We will target some of the funding at pupils in EYFS, so that we can address quickly speech and language problems on entry. A Speech and language therapist will be employed for half a day per week to improve provision and our long term capacity.

The impact of our pupil premium spending will be measured by end of year attainment and progress results, in addition to questioning pupils and parents on standards.

Measuring Impact of Pupil Premium Grant Spending 2015 – 16

EYFS – 71.2% of pupils achieved a ‘good level of development’ (GLD) – the national expectation for pupils at the end EYFS. This is well above the national figure and places. This cohort of pupils will enter KS1 well prepared for the next phase of their education.

Progress of 3.0 is ‘Expected Progress’.

Year 1 Progress			
	Reading	Writing	Maths
Boys (32)	3.2	2.9	3.1
Girls (27)	2.9	2.7	3.1
EAL (12)	2.9	2.5	3.1
SEND (9)	3.8	3.1	3.6
More Able	3.3	3.7	3.0
Pupil Premium (13)	2.6	2.9	2.9
Overall (59)	3.1	2.8	3.1

Year 2 Progress			
	Reading	Writing	Maths
Boys (36)	3.2	3.5	4.1
Girls (24)	3.5	3.3	3.7
EAL (13)	3.2	3.4	4.2
SEND (8)	2.8	3.0	3.5
More Able	3.7	3.4	6.0
Pupil Premium (11)	3.3	3.3	3.8
Overall (60)	3.3	3.4	3.9

Percentage of Pupils passing the Year 1 Phonics test

81% of all pupils passed the Year 1 phonics test in 2016.

Year 2 'Expected standards' - End of year Results 2016

	School	National
Reading	77%	74%
Writing	75%	66%
Mathematics	78%	73%